|  |  |  |
| --- | --- | --- |
| Name: **Christina Lassalle** | School/ Grade: **Van Bokkelen Elementary School/ Third Grade** |  |
| Hours worked : **Four hours** | | |
| (You will be paid up to 4 hours @$25 an hour) | | |

**Florida Technology Matrix Review**

<http://fcit.usf.edu/matrix/matrix.php>

1. Videos/*Resources*

|  |  |
| --- | --- |
| Positives | Negatives |
| Great information breakdown- reminds me of one of my graduate courses (Loyola’s Educational Technology program) and how we discussed the varying levels of where educators are  Real classrooms that don’t feel “staged” during filming  Like how the overview with videos- have a brief overview of lesson but long enough so that teachers could complete those lessons (if they have the certain technology)  Makes you more aware of where you are and where your lessons are  A section of K-12 normally represented in each level (there is also the Grade Level index!)  I like how technology wasn’t the only material in lessons. Student books, writing paper, dry erase boards were apparent.  The Digital Tools Index- a teacher can look up lessons based on what technology/tools are in their school  Can hear the videos clearly  Can scroll to even parts that you think are interesting, may not necessarily need to watch the entire video | Overwhelming format at first with the matrix. Wish it would be laid out in a different, modern format.  <http://fcit.usf.edu/matrix/lessons/active_infusion_math.php-> Lesson written in another language?  For this video: <http://fcit.usf.edu/matrix/lessons/active_transformation_math.php>.  Great idea!!! I wish there was more information because it was an complex project. It would have been great if there was a lesson attachment or a way to see the final products.  I noticed more 5th grade -> middle videos, there were a few primary videos/lessons  Want to Digital Tools Index to expand into lessons without video- almost like a one stop shop for lesson ideas based on what “stuff” you have. Also there were not many web 2.0 tools, although podcasts were put under audio.  Could not watch Keynote Introductory Presentation – the format doesn’t work for my computer |

1. Summarize one of the videos that you could use with your staff. Why did you choose this video? Video Name:

<http://fcit.usf.edu/matrix/lessons/active_transformation_socialstudies.php>

The video above shows the active participants in the transformation spectrum of technology. The fifth grade teacher uses Google Earth in a social studies lesson. The end product will be that students create a Travel Guide. Students also will explore economics as well as the history of Miami, Florida. The teacher first models how to use Google Earth with her students watching. Then the students complete lessons (not shown I believe) on the history and economics of Miami. Then students use software to create a Travel Guide. Students will learn about map skills in an authentic lesson.

I really like this lesson because it isn’t a younger teacher but a more seasoned teacher. I have noticed that seasoned teachers are often labeled as not technologically advanced which isn’t true. The teacher explained the options to complete the “vacation guide” project using Google Docs as well as software suggestions. This activity is something that CAN be completed at my school. I really like how the teacher modeled in front of her students how to use/manage Google Docs and then worked with the students together and then they were independent. My staff would take meaning from this activity and then want to try this out with their students.

1. Identify a new strategy that you learned from the site. How could you use it in your classroom?

<http://fcit.usf.edu/matrix/lessons/collaborative_entry_languagearts.php>

The strategy that I found interesting was from a language arts lesson for grades 3-5 which could be used in any grade level was the visualization activity using PowerPoint. What the teacher did was have her students read text without photos/pictures. Then students had to visualize and think about what photos/pictures would help improve comprehension of text. Then the teacher shows the actual photos/pictures on the PowerPoint.

This is a great lesson that sparked me thinking, “Well how can we take this lesson to the next level?” Perhaps have the students draw what they thought they would see in Kid Pix before revealing what the actual photo/picture was.

1. How could you use this resource to provide additional professional development to your staff?

I love how you can see the spectrum of technology. Once teachers can see an example of each of the levels they can watch some of the lower levels and discuss what could be improved. Teachers will be able to think about what they would have done to teach the topic and where they are in the spectrum.

I would use fact family lessons to show the spectrum. The links are:

* <http://fcit.usf.edu/matrix/lessons/constructive_adoption_math> K-2 Adoption Kidspiration
* <http://fcit.usf.edu/matrix/lessons/authentic_adoption_math> K-2 Adoption Math program
* <http://fcit.usf.edu/matrix/lessons/active_adaptation_math> 1st Adaption Kid Pix

Three different teachers used technology for fact families in different approaches with different technologies and formats. For example one teacher was in the lab with her students where she was modeling and they showed what they understood about fact families using Kidspiration, another teacher was in her classroom and modeled how to make a fact family house using Kidpix and then students worked as a group with a computer, the other teacher had her students go in the lab to assess the textbook online and complete an assignment on fact families.

Another way to use this resource with my teachers is that once we have an idea where individuals are, create a poster with each teacher have their name on this spectrum. Then after a year of staff development, see how individuals have changed. It is important as educators to be aware of where you are and consider where we can be and how it takes time and playing with technology to really help the needs of our digital learners.

**By June 30th:**

**If you are in Middle School, send your completed form to Jessica Raspa.**

**If you are in Elementary school, send your completed form to your assigned resource teacher. (Stephanie Kelly /Debbie Ray)**